

PROGRESS
ON COLLEGE
AND UNIVERSITY
ASSESSMENTS
OF CAMPUS CLIMATE



CALIFORNIA
POSTSECONDARY
EDUCATION
COMMISSION

Summary

Because of the uneven flow of students from various racial/ethnic groups through the higher education system, in 1988 the Governor and Legislature directed the Commission to determine the feasibility of assessing campus climate, or the “formal and informal environment — both institutional and community-based — in which individuals learn, teach, work, and live in a postsecondary setting.” In its 1992 report, *Assessing Campus Climate. Feasibility of Developing an Educational Equity Assessment System*, the Commission recommended that “every California college and university should plan, develop, and implement an assessment of its campus climate that is appropriate to its own institutional missions and values.” Moreover, the Commission stated its intention to analyze the progress made by the systems in implementing its recommendations on campus climate self-assessment.

In this document, the Commission staff discusses and reproduces reports from the California Community Colleges, the California State University, the University of California, and the Association of Independent California Colleges and Universities regarding the progress of their institutions in carrying out the Commission’s recommendation. The staff indicates that campuses are developing a culture of evidence — even in a time of constrained fiscal resources — about the effects that their environment has on the experiences of their students, particularly as those experiences relate to students’ movement through the educational system.

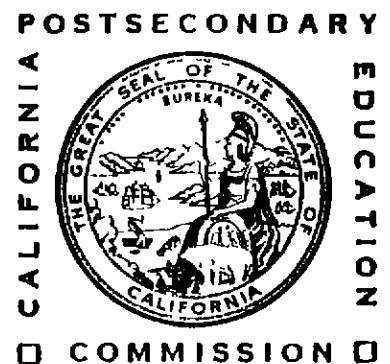
The staff points out that although these results are encouraging as a first step, only time will reveal whether the knowledge and understanding gained through these assessments translate into actions that result in greater educational equity on campuses.

The Educational Policy and Programs Committee of the Commission discussed this report at its meeting of April 18, 1994. Additional copies of the report may be obtained from the Commission at Suite 500, 1303 J Street, Sacramento, California 95814-2938, telephone (916) 445-7933.

PROGRESS ON COLLEGE AND UNIVERSITY ASSESSMENTS OF CAMPUS CLIMATE

*A Staff Report to the California
Postsecondary Education Commission*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street ♦ Suite 500 ♦ Sacramento, California 95814-2938





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Progress on College and University Assessments of Campus Climate

BECAUSE of the uneven flow of students from various racial/ethnic groups through California's higher education system, in 1988 the Governor and Legislature enacted Assembly Bill 4071 (Vasconcellos). This law directed the Postsecondary Education Commission to study the feasibility of developing an "educational equity assessment system," with the purpose of assessing

institutional policies, programs, practices, attitudes, and expectations that are conducive to, and serve to encourage the achievement of appropriate educational goals by all students at the institutions, in particular women and students from minority groups traditionally underrepresented in higher education

In today's parlance, this constellation of factors constitutes the "campus climate" of a college or university, which the Commission defines as "the formal and informal environment -- both institutional and community-based -- in which individuals learn, teach, work, and live in a postsecondary setting" (1992, p. 2). In this sense, the assessment of campus climate centers on gaining an understanding of institutional participants' *perceptions of their experiences* in an educational milieu.

Based on information gathered from over a thousand students, faculty, and staff in California's colleges and universities through questionnaire surveys, interviews, and focus-group meetings, the Commission set forth its findings and recommendations responding to AB 4071 in its January 1992 report, *Assessing Campus Climate. Feasibility of Developing an Educational Equity Assessment System*. In that document, the Commission concluded that the assessment of campus climate is not only feasible, it is crucial if institutions are to make progress in achieving the State's educational equity goals. Therefore the Commission's first recommendation was that "every California college and university should plan, develop, and implement an assessment of its campus climate that is appropriate to its own institutional mission and values" (p. 27).

Two essential facets of this recommendation may seem antithetical but are not on closer examination. On the one hand, it is both prescriptive and unequivocal in stating that *all* campuses should engage in institutional self-assessment of their own climate, but on the other, it is deliberately non-prescriptive about *the process or manner* by which campuses should undertake this self-assessment, in recognition and appreciation of differences in institutional values, missions, and modes of operation. In essence, then, the prescriptiveness refers to the necessity to conduct self assessments but not to the way in which they are conducted.

As its final recommendation from this study, the Commission stated that "the state-wide offices of the higher education sectors should develop a plan to inform the State of their progress in implementing the recommendations from this study. On the basis of the schedules described in these plans, the Commission will prepare an analysis of progress made in implementing self-assessments of campus climate throughout California for the Governor and Legislature" (p. 31). This present report constitutes that analysis.

**Efforts
of the California
Community
Colleges**

As is evident from the report of the Chancellor's Office of the California Community Colleges that is reproduced in Appendix A below, the Community Colleges view the assessment of campus climate within the context of the development and implementation of student equity policies and plans. In September 1992, the Board of Governors of the community college system directed each college to develop, through broad-based institutional consultation, a student equity plan for submission to the Chancellor's Office by December 1993. The Chancellor's Office is beginning to receive these plans, and its staff expects that most of them will incorporate assessment of campus climate as one strategy to identify institutional needs and develop actions to address those needs.

Despite the lack of specific information in the report of the Chancellor's Office on the progress of each college in assessing its campus climate, the Commission staff is aware of a number of activities related to campus climate assessments among some California colleges:

- ♦ At least one community college -- Rancho Santiago, in Orange County -- has completed a comprehensive study of its campus climate.
- ♦ Six community colleges have applied as a consortium for support from the federal Fund for the Improvement of Postsecondary Education to assess their campus climate, particularly as it relates to student learning.
- ♦ Colleges seeking support from the California Community Colleges' Underrepresented Student Special Project Fund in both the 1993 and 1994 competitions were encouraged to include in their proposed activities an assessment of campus climate, and at least four institutions indicated their intention to either complete or initiate such an assessment.
- ♦ Community college institutional researchers have included the topic of campus climate assessment in their statewide Research Group conference agendas for the last two years, and
- ♦ The annual Chancellor's Office "Mega" Conference and its Matriculation Program Conferences have included presentations on the importance of campus climate assessment.

In summary, documentation of specific progress being made by community colleges in implementing assessments of their campus climates is unavailable except for Rancho Santiago College. However, the Commission expects that the forthcoming student equity plans from each community college will describe proposed

self-assessment activities, coupled with descriptions of past and current activities exclusive of the new student equity initiative. If this occurs, those plans will offer evidence that the community colleges recognize the importance of campus climate assessment and are planning to institutionalize that recognition in their comprehensive plans to achieve educational equity.

**Actions of the
California State
University**

In October 1990, the California State University's Trustees received a report, *Campus Climate: Toward Appreciating Diversity*, prepared by a panel of specialists on the topic, which contained a set of comprehensive recommendations, including one that "each campus should conduct an in-depth study of campus climate at least every three years" (p. 7). After much discussion, the Trustees adopted that report and its recommendations, which were consistent with those of the Commission in its own 1992 report. That early leadership by the State University's systemwide officials and governing board in support of the assessment of campus climate is clearly reflected in the substance and comprehensiveness of the State University's recent report to the Commission on this topic -- a summary of which is contained in Appendix B of this document. That report indicates this progress:

- ♦ Four of the 20 State University campuses -- Dominguez Hills, Sacramento, San Jose, and Sonoma -- have completed major portions, if not all, of their campus climate assessments,
- ♦ The remaining sixteen campuses are in various stages of planning for their campus climate assessments, with most anticipating implementation of at least a first phase during the 1993-94 academic year,
- ♦ Eleven of the campuses have tied their campus climate assessment activities to the self-study required for the reaffirmation of their accreditation by the Western Association of Schools and Colleges (WASC) -- a relationship that the Commission promoted throughout its study of campus climate,
- ♦ The campuses are implementing their assessments by using various methodological and information-gathering strategies, either singularly or in combination, including

Focus-group discussions,

Review of existing documents and information (program reviews, general education reviews, reports of offensive incidents, etc.),

Specially designed surveys of students, faculty, staff, and/or administrators, and

Surveys currently administered on campus for other purposes, including the American Council on Education's Cooperative Interinstitutional Research Program (CIRP) Freshman Survey, and the State University's own Student Needs and Priorities Survey (SNAPS), Survey of Seniors, and Educational Equity Program Assessment,

- ♦ Campus committees formed to monitor the assessment process and implement recommendations arising from it include a representative cross-section of cam-

pus participants, with administrative responsibility usually under the auspices of the campus' student services division,

- ♦ By using existing documents and routinely administered information-gathering processes as well as new techniques for assessing campus climate, the campuses appear to have reduced the resources required to conduct these assessments, and
- ♦ Some campuses have demonstrated particular ingenuity in their activities -- among them, Dominguez Hills, which incorporated the development, administration, and analysis of its student survey into a class project. By so doing, the campus turned an administrative task into a learning experience whereby students discovered first-hand the vicissitudes of social science research and, in the process, reduced its resource requirements for the project.

In summary, the State University's Trustees, systemwide officials, and campus administrators have all displayed a strong commitment to the assessment of campus climate both in their policy declarations and implementing actions. In this sense, the State University's actions are consistent with another Commission recommendation on campus climate assessment (p. 30).

The State's higher education leaders should establish a policy and develop incentives, as appropriate and necessary, that encourage colleges and universities to conduct self-assessments of their campus climate on a periodic basis.

The reports from the State University's campuses provide evidence that they are giving thoughtful consideration to the research issues, political consequences, and potential outcomes involved in assessing campus climate -- all concerns that are important to consider before conducting such appraisals. The Commission anticipates that the State University's efforts in this area will ultimately reap impressive benefits to its campuses and, most importantly, for the students who they enroll.

Activities of the University of California

Two campuses of the University of California -- Berkeley and Los Angeles -- pioneered campus climate assessment activities among California's public colleges and universities. Berkeley's Institute for the Study of Social Change and the Higher Education Research Institute at UCLA conducted major studies of campus climate at the same time as the Commission undertook its assessment project, and their studies enriched and contributed significantly to the Commission's conclusions and recommendations.

In part because of the results from these studies at Berkeley and UCLA, the University established a task force to examine the ways in which it is experienced by its participants and to recommend ways by which the University can foster a greater sense of community among its students, faculty, staff, and administrators. In *A Declaration of Community: The Report of the Universitywide Campus Community Task Force* (1993), the task force acknowledged the importance to community building of perceptions that campuses are places characterized by purposefulness,

openness, discipline, justice, caring, diversity, and a celebrative atmosphere. To that end, the *Declaration of Community* both explicitly and implicitly encourages introspection on a regular basis of the ways in which institutional participants, especially students, experience the campuses. In particular, it urges the University's campuses to focus their attention on such aspects of campus climate as the extent and types of group membership on campus, the impact of the local community on the campus, the internal and external factors that influence the building of a sense of community on campus, and the identification of factors that contribute to students' decisions about their academic careers.

In addition to discussing the task force's *Declaration*, the University's report to the Commission -- contained in Appendix C -- provides evidence that the University's campuses are in the process of implementing the Commission's recommendations regarding the assessment of campus climate and engaging in regular campus self-assessment activities. Currently, according to the University's report:

- ♦ Three campuses -- Riverside, San Diego, and Santa Cruz -- periodically administer surveys that reveal information about student experiences on campus,
- ♦ Berkeley and Riverside have established administrative mechanisms that focus on campus climate issues,
- ♦ The Berkeley, Davis, and Irvine campuses have developed policy statements about the principles for creating and maintaining campus communities, and,
- ♦ All campuses report "on-going, established processes of communication that take place between students, staff and faculty that have been institutionalized specifically to perceive problems, identify options, and plan and initiate solutions" (p. 2).

In summary, both as a trailblazer and in its subsequent efforts, the University has sought to foster an introspective spirit among its campuses with respect to self-assessment. Moreover, its early assessments led to more comprehensive analyses of the experiences of students attending its campuses that culminated in the *Declaration of Community* report. With that document as a basis for further efforts, and the declared intention of the campuses to engage in appraisals of their climate on a regular basis, the Commission expects that the University will use the information gathered to develop policies, programs, and practices that enhance the feeling among students that they are, indeed, part of "an intellectually and socially vital campus community."

**Studies
by California's
independent
colleges and
universities**

In 1987, Stanford University embarked upon a comprehensive exploration of its campus climate that it documented in *Building a Multiracial, Multicultural University Community. Final Report of the University Committee on Minority Issues* (1989). Its exploration spearheaded subsequent efforts throughout California and the nation about the importance of the ways in which students experience their institutional milieu and the effects of those experiences on their ultimate achievement of educational goals. Equally impressive, although less publicized and thus

influential, was Westmont College's concurrent study of its institutional environment

Based upon these early forays into campus climate assessment by California independent institutions, the Commission staff asked that the Association of Independent California Colleges and Universities (AICCU) submit a progress report on its members' progress in implementing the Commission's recommendations with respect to campus climate assessment. The Association surveyed its 69 member institutions to ascertain the extent to which they had planned and implemented such assessments during the last five years. Thirty-seven colleges and universities, or 54 percent of the member institutions, responded to the survey, which yielded the following results, as presented in the Association's report that is reproduced in Appendix D

- ♦ Twenty institutions, or 54 percent of those responding, indicated that they had assessed their campus climate within the last five years. This figure does not include either St. Mary's College or Westmont -- both of which conducted self-assessments during that period but were not included among respondents
- ♦ Five responding institutions that have not yet conducted assessments plan to do so in the near future. When that number is added to the number that have completed assessments, the proportion of California's independent colleges and universities that are engaging or planning to engage in campus climate assessment grows to 68 percent
- ♦ Thirteen institutions plan to assess their campus climate on a regular basis
- ♦ The majority of institutions that have completed their assessments had as one of their foci the quality of campus life for students from backgrounds historically underrepresented in postsecondary education
- ♦ And the predominant approach employed to gather information has been survey methodology, with focus groups and exit interviews secondary strategies

The participation of these independent institutions in the assessment of campus climate enriches the State's understanding of the significance of campus climate both through the results they obtain and the strategies they use to gather that information. Clearly, independent institutions are involved in assessment activities because of their student-centered orientation. Based upon past experience, the Commission expects that their level of involvement in campus climate assessment will continue to grow, and much will be learned from their success in retaining and graduating students from backgrounds historically underrepresented in postsecondary education

Summary

The Commission's project on the assessment of campus climate emerged from evidence that students from various racial/ethnic groups flow through California's educational system at different rates, plus a sense that these differences can be explained, at least in part, by the experiences that these different groups encounter on their campuses. The Commission viewed gaining better understanding of stu-

dents' perceptions of those experiences as a critical, albeit only first, step in creating equitable educational environments for all students. In essence, then, the Commission's perspective is that a "culture of evidence" is required if the State is to achieve its educational equity goals, particularly as those goals relate to outcome measures.

This summary of the first set of reports from California's public higher education systems and its independent sector provide evidence that they are making progress in implementing the Commission's recommendations on campus climate assessment. All campuses of the State University and the University of California either have conducted or are planning to conduct campus climate assessments, and a majority of California's independent institutions responding to a survey by the Association of Independent California Colleges and Universities indicate that they are engaged in similar institutional self-assessments. The community colleges have incorporated campus climate assessment within their focus on student equity, and only time will tell the efficacy of that approach. In general, then, campuses appear to be engaging in decidedly introspective activities and developing a culture of evidence about the effects of their programs, policies, and practices on the experiences of students at their institutions.

It is noteworthy that this progress is occurring at a time of constrained fiscal resources -- a time when campuses could have chosen to disregard the imperative of making decisions based upon greater knowledge about the ways in which students experience their institutions. Instead, the apparent effects of the resource constraints have been to develop more creative and innovative means by which to assess institutional climates, to use existing information for this new purpose, and, in some cases, to alter the schedule for the assessment rather than to eliminate it altogether. Moreover, many institutions have combined their response to the Commission's call for campus climate assessments with that of a similar recommendation from WASC and, in that way, are conducting appraisals that satisfy multiple constituencies at the same time -- a course of action that the Commission advocated throughout its study.

The Commission's conclusion about the extent of progress to date in implementing its recommendations about campus climate assessments should not be interpreted as *ipso facto* progress toward greater educational equity, since advances in the assessment area do not necessarily translate into advances in equity. Rather, the Commission concludes this report at the same point that it began its activities on campus climate -- with the conviction that assessment is a precondition which, when coupled with institutional commitment, leadership, resources, and a willingness to adapt to the needs and aspirations of students who bring different learning styles and experiences to a campus, can result in educational environments in which all students succeed, especially those from backgrounds historically underrepresented in higher education. Only further monitoring in this area will substantiate whether the progress noted thus far leads to that ultimate goal.

Campus Climate: A Report to the Legislature in Response to Assembly Bill 4071 (Chapter 690, Statutes of 1988) Commission Report 90-19 Sacramento The Commission, June 1990

-- *Assessing Campus Climate. Feasibility of Developing an Educational Equity Assessment System (The Commission's Second and Final Report to the Legislature in Response to Assembly Bill 4071)* Commission Report 92-2 Sacramento The Commission, January 1992

-- *Resource Guide for Assessing Campus Climate* Commission Report 92-24 Sacramento The Commission, August 1992

The California State University *Campus Climate. Toward Appreciating Diversity* Long Beach Office of the Chancellor, October, 1990

Stanford University *Building a Multiracial, Multicultural University Community: Final Report of the University Committee on Minority Issues* Stanford University, March 1989

University of California *Diversity Project* Berkeley Institute for the Study of Social Change, 1991

-- *A Declaration of Community. Report of the Universitywide Campus Community Task Force* Oakland Office of the President, 1993

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COMMUNITY COLLEGE REPORT ON THE IMPLEMENTATION OF CPEC'S
RECOMMENDATIONS ON ASSESSMENT OF CAMPUS CLIMATE

Introduction

This report is being submitted to the California Postsecondary Education Commission in response to Recommendation 9 of the Assessing Campus Climate Report. This report includes information regarding the progress made by the Board of Governors in implementing the recommendations of this report as part of their own effort to promote Student Equity as a system priority.

Background

In September 1992, The Board of Governors of the California Community Colleges adopted a student equity policy (Attachment A) responding to Recommendation #8 of the Assessing Campus Climate report. The policy requires community college districts to develop a student equity plan which is to include detailed campus-based research for the purpose of establishing a basis for student equity goals and to identify institutional barriers. In addition, the plan is to include an assessment of institutional needs, identification of student equity goals, specified information regarding the implementation of activities, information regarding the allocation of resources to support these efforts, and an evaluation of the student equity plan. These reports are not due to the Chancellor's Office until December 31, 1993. A report on the status of the Community College's student equity efforts to the Board of Governor's is scheduled for July, 1994.

Progress

In the Spring of 1993, the Chancellor established the student equity unit which has been located in the human resources division. The objective of the student equity unit is the successful oversight of the systemwide implementation of the Board of Governor's student equity policy and the monitoring of district student equity plans.

Community college district governing boards are required to consult collegially with their local academic senate in developing and implementing student equity plans. Several community college organizations, including the Chancellor's Office have undertaken a leadership role in implementing the Board of Governor's student equity policy. On February 3, 1993, the Chancellor directed a memorandum to college Superintendents and Presidents to carry out three immediate objectives:

- (1) Identify district student equity contact persons,
- (2) Establish planning groups, which are to establish a planning schedule, review existing plans directed at achieving student equity, and initiate data collection procedures for monitoring progress, and
- (3) Submit a report to the Chancellor's Office on the progress it has made in planning for student equity by July 1, 1993.

District Contacts - To date all districts have responded to the Chancellor's request by appointing a district student equity contact person. The vast majority (66%) of personnel identified as responsible for the development of student equity plans are student services personnel. The balance were appointed from academic affairs personnel including campus faculty leaders. All of the designated student equity contacts were appointed at the Vice President, Dean, or academic senate president level.

Committee Structure/Representation - Based on an initial response from 49 districts representing 78 colleges, 45 districts have established student equity planning committees. The planning committees range in membership from seven to twenty-eight members, averaging 15 members overall. Of the 45 districts reporting established student equity committees, all include faculty representatives, however, only 55% include student representatives. Locally established committees reported already having met (33 of 45 district committees). The committees have begun working by reviewing existing plans, establishing timetables and outlines of their student equity plan.

In addition to the work undertaken by the Chancellor's Office, a number of community college affiliated organizations are working with the 107 community colleges on student equity. The most recognizable efforts are listed below.

Academic Senate - The statewide Academic Senate is addressing student equity through the work of the ad hoc committee on student equity. The Senate recently published a document entitled "Student Equity Guidelines for developing a Plan" and have conducted a series of workshops in conjunction with the Faculty Association of California Community Colleges (FACCC) and the Research Group (RG).

Association of California Community College Administrators (ACCCA) - The ACCCA Board has designated the issue of student equity as a high priority for its membership. The ACCCA Board has designated the drafting of a Student Equity resource paper.

Community College League of California (CCLC) - The League has undertaken the role of identifying for its member trustees and CEO's successful student equity efforts through the publication of a resource guide titled, "Successful Recruitment and Retention Programs".

The Chancellor's Office Task Force on Faculty and Staff Diversity and Development - The task force, the Chancellor's Office primary vehicle for policy input of diversity and equity matters, has been charged with developing recommendations on these issues for consideration by the Commission on Innovation.

Conclusion

It is the intent of the Chancellor's Office to have all 107 community colleges respond to Recommendation #1 of the Assessing Campus Climate report. This recommendation is implied in the Board of Governor's student equity policy. As such, it is the intent of the Chancellor's Office staff to assess campus climate within the parameters of the Board of Governor's student equity policy. However we will not be able to comply with this recommendation until the receipt of all student equity reports which are due by December 31, 1993. The Board of Governor's subsequent action will not take place until it has received a report on the status of the Community College's student equity efforts scheduled for July, 1994. At this time we find it difficult to establish a new structure specifically designed to address the implementation of the assessment instrument of campus climate due to the insufficient staff and resources to create a special vehicle for this purpose.

APPENDIX A

THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD • CHICO • DUMFRIES HILLS • FRESNO • FULLERTON • HAYWARD • HUMBOLDT • LONG BEACH
SACRAMENTO • SAN BERNARDINO • SAN DIEGO • SAN FRANCISCO • SAN JOSE • SAN LUIS OBISPO



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Campus Climate Progress Report to CPEC July 1993

Introduction

As required by AB 4071 (Vasconcellos, 1988), the California Postsecondary Education Commission (CPEC) conducted a three-year study of "the feasibility of developing an educational equity assessment system designed to obtain information on the perceptions of institutional participants about their campus climate." In January 1992, CPEC published *Assessing Campus Climate* which focused on "the process, methodological issues, and educational significance of assessing campus climate." The primary recommendation which emerged from the report is that "every California college and university should plan, develop, and implement an assessment of its campus climate." This report is submitted in response to the CPEC's request regarding the California State University's (CSU) progress toward implementing the recommendations of that report.

Pertinent sections of CPEC's report entitled "Summary, Conclusions, and Recommendations," offer nine conclusions and recommendations pertaining to the CSU. The first seven recommendations are addressed to campuses and stress the importance and feasibility of institutional self-assessment, the self-assessment process, the issues to be assessed, and assessment participants, methodologies, schedules and analyses. The eighth recommendation urges state educational leaders as members of governing boards, chief executive officers, officers of academic senates, and members of professional associations to establish policy and develop incentives that encourage colleges and universities periodically to conduct self-assessments of their campus climates. The ninth recommendation requests statewide offices of the higher education systems to develop a plan to inform the State of their progress in implementing the recommendations.

For a number of years, the CSU has engaged in efforts to address the issues of educational equity, multiculturalism and harassment. These issues are serious and persistent academic and administrative concerns because it is recognized that a positive campus climate is integral to the CSU's educational mission.

The CSU was one of the first institutions of higher education to conduct a comprehensive review of climate on its campuses. In January 1990 the chancellor convened a panel of experts to review campus climate issues, assess the adequacy of existing system policy, and recommend any necessary modifications. On January 15, 1992, the Board of Trustees adopted the Principles of Campus Community Statement recommended by the Panel (Attachment A) and requested the chancellor and campus presidents to "take appropriate action to implement the remaining recommendations contained in the panel's report within available resources which best fit the individual campuses."

APPENDIX B

Each campus was asked to submit a report on its progress toward conducting an institutional self-assessment of campus climate and the findings of that assessment (see Attachment B) Attached are copies of campus reports thusfar submitted in response to this request (Attachment C)

Analysis

All twenty campuses reported planning, developing, and implementing a self-assessment of campus climate through various means (i.e., surveys, equity/diversity committees, workshops, etc.) Campuses clearly have embraced educational equity issues and there is a high level commitment to addressing the needs of underrepresented students. However, not surprisingly, in view of the magnitude of the self-assessment process, most campuses reveal they are still in the initial stages of development, consultation with faculty, staff and students, and final preparation and choosing of appropriate survey instruments and processes

CSU's commitment to ongoing assessment of student opinions and satisfaction levels is further demonstrated by the periodic Student Needs and Priorities Survey (SNAPS), the annual educational equity progress reports to the Board of Trustees and the recent report of the Panel of Experts on Campus Climate, Campus Climate. Toward Appreciating Diversity. Systemwide, every three to five years the CSU administers the Student Needs and Priorities Survey (SNAPS). The survey measures student perceptions of the academic and social environment on each campus and identifies areas which need improvement. For example, Asian Americans have reported in the last two surveys that they are significantly less satisfied with their educational experiences than are students from other ethnic groups. The SNAPS survey offers systematic evidence on the topic of campus climate. In 1994, additional questions will be added to SNAPS to better assess campus climate issues.

Other surveys presently administered on individual campuses include college student surveys, freshmen/senior surveys, and faculty surveys. The surveys include items on the number, types and location of racial incidents, diversity and sexual harassment

In 1985, the CSU chancellor established the systemwide Educational Equity Advisory Committee to review information about the mission, history, scope and level of effectiveness of the CSU's existing educational equity programs. The committee is also charged with responsibility to review and recommend policies and procedures which will maximize the attraction, retention and graduation of underrepresented groups and report its progress annually to the Board of Trustees

In addition, campuses indicate they will be making concerted efforts to improve the distribution of educational equity information to students, faculty and staff. For example, in fall 1993 Chico will distribute its first annual Educational Equity

Review to all campus personnel and targeted community members. This review will spotlight various campus programs and increase general awareness of activities and services provided by CSU, Chico. At CSU, Long Beach the new multicultural center, through publication of newsletters, monographs, books and journal articles, will be discussing and raising issues germane to the multicultural nature of its campus and community.

Two CSU campuses (Long Beach and Fresno) participated in a pilot project initiated by the Western Association of Schools and Colleges (WASC) titled "Dialogues for Diversity." The symposium format consisted of speakers and group workshops utilizing scenarios from the workbook developed by the WASC Diversity Team.

As called for in Recommendation #2, each campus is attempting to develop a comprehensive assessment process with clearly stated goals and objectives. Specific goals and objectives identified by individual campuses were:

- Provide practical guidelines, strategies and insight for dealing with intolerant behavior and speech.
- Enhance programs to increase knowledge, sensitivity and awareness of all members of the campus community regarding culture.
- Establish ongoing groups with faculty and students to discuss curriculum.
- Develop methods to assess periodically the philosophies related to campus climate.
- Utilize existing program review information and mechanisms to address weaknesses or areas of concern.
- Attract, retain and graduate a highly diverse student body.
- Recruit, retain a diverse faculty and employ staff reflecting the diversity of the community.

The Panel of Experts report is an important component of CSU's plan for future action and responds directly to the CPEC report's recommendation #6. One of the recommendations contained in that report urges each campus to conduct an in-depth self-assessment of campus climate at least every three years.

In response to Recommendation 3 which states that "Every college or university should develop an assessment that is comprehensive and inclusive with respect to the multiplicity of factors that comprise its campus climate," twenty campuses have created either a special commission, committee, or task force to assess the issue of campus climate. Most of these committees have been charged by the campus president to examine the state of human relations on the campus, design programs to increase the sensitivity of students, faculty and staff, and develop a systematic approach to reporting incidents and monitoring their resolution. It is particularly evident at the Chico, Fresno, Los Angeles, Pomona and San Francisco campuses where committees have been established for several years charged with responsibility for developing a campus plan and oversight responsibility for assessing program and school progress in implementing its goals.

In response to Recommendation #4 which states that "Every college or university should include in its assessment the experiences of students, faculty, staff, and administrators," campuses have established working relationships across all areas of the university, thus achieving a shared responsibility for implementing an assessment of climate. Committees and/or task forces permit all members of the campus community, including administrators, faculty, staff and students, to participate in assessing and promoting a positive campus climate. Campuses enable minority students to participate in a comprehensive effort to assess and improve both the climate and opportunities for underrepresented groups. For example, the campus committee for educational equity at CSU, Hayward, assessed the experiences of a selected group of students of color and concluded that "the student participants did not feel safe in discussing their on-campus experiences with university administrators or academic department chairs." CSU, Fresno in assessment of its climate observed that first year minority retention rates were low and a low number of minority students are prepared to enter graduate or professional schools. In addressing these problems, the campus plans to enhance faculty development programs focusing on the needs of diverse students and to improve the support system for underrepresented groups.

System Plan for Reporting Progress on Self-Assessment of Campus Climate

In accordance with Recommendation #9, the CSU has established policies and developed incentives to inform the State of their progress in implementing the recommendations contained in CPEC's report. Listed below are the CSU's plans to inform the State of its progress in implementing the recommendations.

- February 1993--campuses asked to submit report by May 17, 1993 on progress toward establishing periodic campus self-assessment of campus climate
- July 1993--submission of campus progress reports to CPEC.
- Fall 1993--campuses will complete preparation and distribute survey instruments and implement other plans for assessment of campus climate
- Spring 1994--CSU will conduct systemwide SNAPS survey
- Fall 1994--results of SNAPS survey will be available
- The CSU will periodically inform CPEC of progress as campuses proceed with development and implementation of their respective self-assessment of campus climate. We anticipate that reports will be filed with CPEC at least every three years, with next report to CPEC sometime during 1995.

Conclusion

The assessment of campus climate is continuing. CSU campuses have established a variety of programs, policies and procedures dealing with issues of educational equity, harassment, discrimination and multicultural education in an effort to provide excellence for a diverse society.

While many campuses are still in the initial phase of climate assessment, campus reports reflect significant progress in establishing and maintaining continuing self-assessment of campus climate. Campuses are developing and utilizing varied vehicles to increase awareness of intolerant or insensitive behavior and ways to prevent it through public forums, workshops and symposia. Campuses have formed committees and/or diversity groups to monitor campus climates and make appropriate recommendations to the Board of Trustees, augmented curriculum to include a wider array of multicultural education, established multicultural centers that promote special celebrations related to Cinco de Mayo, Black History Month, Cultural Awareness Week, and, sponsor student, faculty and staff development programs which foster an understanding and appreciation of cultural diversity and promote academic excellence. Ongoing assessment of campus climate will indicate the extent to which these efforts are effective and guide the improvement of these efforts.

UNIVERSITY OF CALIFORNIA

BERKELEY DAVIS IRVINE LOS ANGELES MERCED RIVERSIDE SAN DIEGO SAN FRANCISCO



SANTA BARBARA SANTA CRUZ

J.W. PELTASON
PresidentWALTER L. MASSEY
Provost and Senior Vice President
Academic AffairsOFFICE OF THE PRESIDENT
100 Lakeside Drive
Oakland, California 94612-3550

August 27, 1993

Dr. Warren H. Fox, Executive Director
California Postsecondary Education Commission
1303 J Street, 5th Floor
Sacramento, CA 95814-3985

Dear Warren:

I am writing to apprise you of the status of activity within the University system around the issue of campus climate. This is in response to the final recommendation of your report entitled "Assessing Campus Climate: Feasibility of Developing an Educational Equity Assessment System," and detailed in your January 27 letter to President Peltason.

An important recent event to occur in the area of campus climate is the completion and release of a University document entitled *A Declaration of Community: Report of the Universitywide Campus Community Task Force*. This report is the result of a systemwide committee established to address the topic of campus community and its effect on students, staff and faculty. The report's abstract is printed here in its entirety.

A Declaration of Community: The Report of the Universitywide Campus Community Task Force, representing the culmination of more than two years of work by a University of California Task Force of faculty, staff, and students, establishes a framework upon which a common understanding and appreciation for the concept of a campus community may be constructed. The *Report* describes seven principles that should be used to assess the state of community at the University. These principles, derived from the core values which define and sustain the University, delineate both the individual's rights and responsibilities that flow from being a member of the campus community, as well as define the community's obligations to its members. Using the seven principles of community, the Task Force examined many of the central issues affecting the University community, including diversity and affirmative action, campus safety, and campus intergroup dynamics. Moreover, the Task Force developed a research agenda to study further the variables that may affect the University community. A set of wide-ranging recommendations also are presented in the *Report*. Among these recommendations, and perhaps most important, is a call for individual campuses to extend the findings of *A Declaration of Community* by establishing campus-specific committees charged with sustaining and enhancing their own local campus communities.

APPENDIX C

Dr. Warren H. Fox, Executive Director

Page 2

August 27, 1993

It is our expectation that this document will serve as the basis for discussions and initiatives on all campuses to sustain and enhance community throughout the University.

I also am pleased to report that each of the campuses, when asked if they would be engaging in regular campus self-assessment activities, indicated that they would. Descriptions of related activities provided by the campuses contain a range of efforts including:

- ongoing programs (such as the cross-cultural centers at Davis and Irvine);
- the issuance of community-related statements (such as Davis's and Irvine's *Principles of Community*, Berkeley's *Respect and Civility in the Campus Community*, and the Academic Senate's *Statement on a Fair and Open Academic Environment*);
- periodic on-going reviews and surveys (such as Riverside's *ACT Survey on Campus Climate*, San Diego's *College Student Experiences Questionnaire*, and Santa Cruz's *The UCSC Academic and Social Climate*);
- administrative mechanisms (such as Berkeley's Student Life Working Group and the Chancellor's Multicultural Relations Committee at Riverside);
- large-scale self-assessments (such as those conducted at Berkeley and Los Angeles, extensively described in your report), and, perhaps most important,
- on-going, established processes of communication that take place between students, staff and faculty that have been institutionalized specifically to perceive problems, identify options and plan and initiate solutions.

If you would like further information, please contact Assistant Vice President Galligan at (510) 947-9518.

Sincerely,



Walter E. Massey

Enclosure

cc: President Peltason
Assistant Vice President Galligan
Assistant Vice President Justus
Vice Chancellors for Student Affairs,
Undergraduate Affairs and Enrollment Management
Director Aldaco
Director Castillo-Robson

Association of
Independent
California
Colleges and
Universities

MEMO

March 17, 1994

To: Penny Edgert, Assistant Director, Academic Programs and Policy,
CPEC

From: Juan C. Yniquez, Vice President, Research and Information Services

Re: Results of AICCU Questionnaire on Campus Climate

Attached are the results of AICCU's Questionnaire on Assessment of Campus Climate. The questionnaire was sent to all 69 members of AICCU in January of 1994. We received 37 responses for a 54% response rate. Of the 37 responses, 20 campuses reported that they have conducted a campus assessment in the past five years. Nine (9) of these 20 campuses indicated that a primary focus of their assessment was on the quality of campus life for ethnic minorities.* Thirteen (13) of these 20 campuses reported that they plan to do additional periodic assessments in the future. Of the 15 campuses who reported that they have not conducted a campus assessment within the past 5 years, 5 indicated that they plan to do so in the near future. Thus, of the 37 campuses who responded to the AICCU Questionnaire on Assessment of Campus Climate, 25 have recently conducted or plan to conduct a formal assessment of their campus climate. I believe this encouraging figure, in part, a testimony to the good work done by CPEC to bring campus climate to the forefront of how we in California determine whether or not we are meeting the needs of our diverse student body.

Please note, a copy of the questionnaire is enclosed as Attachment A. Attachment B provides a summary of each campus response to the questionnaire. Attachment C contains copies of three campus reports sent in to AICCU as a result of our questionnaire. Attachment D contains a summary of campus climate initiatives and programs compiled from sources other than the questionnaire.

I hope that this memorandum and the attached materials enable you to complete your report to the Commission within the generous time-frame you have established. I thank you for your patience and for going the extra mile to allow AICCU to report on campus climate activity in our sector.

*While the other 11 campuses did not note that the quality of life for ethnic minorities was a primary focus of their assessments, this does not preclude the likelihood that the quality of life for ethnic minorities was at least touched upon in their assessment processes.

Attachments

ATTACHMENT A

AICCU
Questionnaire on Assessment of Campus Climate
January 1994

Institution: _____

Name: _____

Title: _____

Phone: _____/

Fax: _____/

1a) Within the past five years (1989-93), has your campus conducted an assessment of its own campus climate?

Yes _____

No _____

1b) If yes to question 1a, was a primary focus of the assessment on underrepresented groups?

Yes _____

No _____

2a) If yes to question 1a or 1b, briefly describe the process. Highlight the timeline. What kinds of activities were used (or are being used) to assess campus climate (e.g., surveys, focus groups, exit interviews, etc.) ?

2b) Which of the activities described above have yielded the most useful information about your campus climate?

APPENDIX D

(If available, please attach a copy of your most recent report on campus climate assessment efforts/activities.)

2c) Does your campus plan to engage in periodic assessments of its campus climate?

Yes _____

No _____

If yes, how often?

3) If no to question 1a or 1b, does your campus plan to conduct a campus climate assessment in the near future?

Yes _____

No _____

If yes, when?

Please return or fax this survey by Friday, February 11, 1994. Send to:

Juan C. Yniguez
Vice President, Research & Information Services
Association of Independent California Colleges & Universities
1100 Eleventh Street, Suite 315
Sacramento, CA 95814
Fax 916/446-7948

Thank You!!!

Attachment B- Questionnaire on Assessment of Campus Climate, March 1994
SUMMARY OF RESPONSES

Institution	Conducted assessment in past 3 yrs.	A graduate focus in ethnic administration	Use of statistics used	Active student involvement	Plan to do periodic assessments	How often	Plan to conduct assessment in future	When
Biola University	Yes	No	A phone survey was given to students enrolled during fall 1992. The survey posed questions regarding students' satisfaction with Biola's distinctiveness, academic programs, faculty, and facilities.	Survey results showed that a high % of students were generally satisfied with the university	Yes	Every other year	Yes	Fall 1994
California Baptist College	No				No		No	
California Institute of Technology	No				No		No	
Calif Lutheran University	No	No			No		No	CLU is beginning to identify the assessment instruments it wants to utilize. These will include surveys of graduating seniors.
Concordia University	Yes	Yes	Surveys and interviews	Exit interview	Yes	Annual		
Claremont McKenna College	Yes	No	An annual survey covering most aspects of student life is conducted. Exit interviews of students who leave prior to graduation are conducted. Graduation rates for the various cohorts of the student body are closely monitored					

Attachment B: Questionnaire on Assessment of Campus Climate, March 1994
SUMMARY OF RESPONSES

Institution	Considered assessment in past 5 yrs.	Assessment by faculty/staff/students	Standards of activities assessed	Activities related most useful	Plan to do periodic assessments	Have staff conduct assessment in future	Plan to conduct assessment in future
Dominican College	Yes	No	A student survey to evaluate education & services was distributed in springs of '90, '92, '94. It asked about faculty, respect for students as people, consideration and concern of students for one another, & moral & ethical behavior of faculty & students.		Every other spring. Questions might be changed to develop more accurate sense of campus climate		When
Fresno Pacific College	Yes	No	Survey on campus climate is conducted at the end of each school year. Exit interviews with sessions are also conducted.	Surveys and exit interviews	Yes	Yearly	Yes No Spring 1994
Golden Gate University Harvey Mudd College	No No		Student focus group each semester in the 89-93 period. Satisfaction survey in Fall '90. Student journal in 1989-90 and 1990-91. Focus groups with faculty and staff in 1989. Climate survey in spring '90 and fall '91. Oral survey of students in Nov '91	Yes	Each term		
Humphreys College	Yes	Yes	There were extended discussions in the spring and summer of 1991 in an all-faculty retreat and in meetings of the Academic Council and the Board of Trustees.	All activities were useful, in that there has developed a generalized interest in "campus climate" as reflected in official statements and events dealing with "awareness issues."	Yes	Approximate by every five years formally, as well as informally on an ongoing basis	
Loyola Marymount University	No				No		Yes Tentatively, within next two years.
Mt. St. Mary's College	Yes	Yes	A sophomore/senior survey in each spring. An all-college survey in March 1991. A freshman/senior interview in Spring 1992.	Interview produced most useful information.	Yes	Annually for next three years. Then every other year	

Attachment B: Questionnaire on Assessment of Campus Climate, March 1994
SUMMARY OF RESPONSES

Institution	Conducted assessment in past 3 yrs.	A primary focus of administrative activities	Activities yielded some useful information	Plan to do periodic assessments	Have action assessment in future	Plan to conduct assessment in future
Occidental College	Yes	Yes	It was a major effort undertaken as a part of the campus strategic plan, that included a task force, student members, etc. The total time involved was about 18 months. The report was well received. The hard job will be implementing the recommendations.	Focus groups and interviews with students, staff, faculty, alumni, and administrators.	As needed This is an ongoing issue, not something to do once and then forget about	Yes
Ola College of Art and Design	Yes	No				
Pacific Christian College	Yes	No	College student experience questionnaire, Senior interviews, Department reviews	Senior interviews		Yes
Pacific Graduate School	Yes	No	Self studies for WASC and APA, working on long term strategic plan, surveys on students' assessments of our program, exit interviews	All have been helpful.	Annually	Yes
Pacific Oaks College	Yes	Yes	Assessment was done in conjunction with preparation of self-study for WASC. Surveys, review of institutional data (graduation, retention), interviews with random sample of current, former students (drop-outs) & alumni.	The interviews	It is an ongoing topic of discussion, but there is not a regular schedule of assessment activities.	Yes
Patten College	No				Probably every 3-5 years.	1994-95
Pitzer College	Yes	Yes	Minority Recruitment & Concerns Committee conducted a survey in spring '92, had both closed & open-ended questions that focused on academic climate faculty supportiveness, social activities, administrators & decision-making attitudes about diversity	Survey has proved to be very useful in developing a proposal for a long-term diversity plan at Pitzer. Survey helped to develop a list of recommendations (e.g., access to grievance procedures, workshops on diversity, & conflict resolution training)		

Attachment B: Questionnaire on Assessment of Campus Climate, March 1994

Question	Yes	No	Plan to do periodic assessments	How often	Plan to conduct assessment in future	When
Within next several yrs the office of student development will conduct a survey						
Newly organized assessment committee will consider timing schedule						
April/May 1994	Yes	No				
There is discussion underway to do an all-college campus climate survey, to include faculty and staff, as part of current strategic planning efforts						
Activities provided must be useful						
Kind of activities based						
A university focus ethnic subpopulation						
Questionnaire administered by faculty						
Point Loma Nazarene College	No					
Samuel Merritt College	No					
San Fran. Conservatory of Music	No					
Campus climate survey in fall '91 to all students. Survey of graduating seniors and dropouts provides ongoing data about the nature of campus climate	Yes					
Dean of Students office interviews students withdrawing from campus as well	Yes					
While the focus was heavily on underrepresented groups, it also included homophobia, difference in age and socio-economic status.						
Survey and major report on minority issues in 1989 assessed campus climate from student, faculty, & staff perspectives. Committee on minority issues continued to assess campus climate in the early 1990s.	Yes					
Simpson College	No					
So. Calif. College	No					
Stanford University	Yes					
University of La Verne	No					
University of Redlands	No					
University of San Diego	Yes	No				
University of San Francisco	No					
Assessments by varied formats occur annually	Yes					
Fall 1994	Yes					
1994-95	Yes					
Fall 1995	Yes					

Attachment B: Questionnaire on Assessment of Campus Climate, March 1994
SUMMARY OF RESPONSES

Institutions	Conducted assessment in past 5 yrs.	Activities focus on campus climate	Kinds of activities used	Activities yielded most useful information	Plan to do periodic assessments	Plan to conduct assessment in future	When
University of West Los Angeles	Yes	Yes			No	No	Campus-wide institutional need assessment survey is conducted every 2 yrs. This survey includes questions about campus climate, including diversity
West Coast University	Yes	No	Annual surveys of students examine attitudes about campus climate. Students also attend meetings three times per year to voice concerns about issues they define.	Surveys appear to give the most representative sample, since they have a 75% response rate	Yes		
Woodbury University	Yes	No	Annual survey of graduating students on campus climate is conducted. Annual surveys of resident students are conducted. Results are used by Student Affairs staff to make improvements. But interviews with non-residents are also conducted.	Surveys of graduating students	Yes		

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of April 1995, the Commissioners representing the general public are

Henry Der, San Francisco, *Chair*
Guillermo Rodriguez, Jr., San Francisco, *Vice Chair*
Elaine Alquist, Santa Clara
Mim Andelson, Los Angeles
C. Thomas Dean, Long Beach
Jeffrey I. Marston, San Diego
Melinda G. Wilson, Torrance
Linda J. Wong, Los Angeles
Ellen F. Wright, Saratoga

Representatives of the segments are

Roy T. Brophy, Fair Oaks, appointed by the Regents of the University of California,
Yvonne W. Larsen, San Diego, appointed by the California State Board of Education,
Alice Petrossian, Glendale, appointed by the Board of Governors of the California Community Colleges,
Ted J. Saenger, San Francisco, appointed by the Trustees of the California State University,
Kyhl Smeby, Pasadena, appointed by the Governor to represent California's independent colleges and universities, and
Frank R. Martinez, San Luis Obispo, appointed by the Council for Private Postsecondary and Vocational Education

The two student representatives are

Stephen Leshner, Meadow Vista
Beverly A. Sandeen, Costa Mesa

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 95814-2938, telephone (916) 445-7933.

PROGRESS ON COLLEGE AND UNIVERSITY ASSESSMENTS OF CAMPUS CLIMATE

Commission Report 94-6



ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include

- 93-18 *Appropriations in the 1993-94 State Budget for Higher Education: A Staff Report to the California Postsecondary Education Commission* (September 1993)
- 93-19 *Commission Activities and Concerns of the Past Decade: A Retrospective of Issues Confronting California Higher Education Between 1983 and 1993* (September 1993)
- 93-20 *Library and Information Services Education in California: A Report to the Intersegmental Program Review Council from the Staff of the California Postsecondary Education Commission* (October 1993)
- 93-21 *Who Will Take Responsibility for the Future of California Higher Education? A Statement by Clark Kerr to the California Postsecondary Education Commission, October 25, 1993* (October 1993)
- 93-22 *Creating a Campus for the Twenty-First Century ♦ The California State University and Fort Ord* (October 1993)
- 93-23 *Restabilizing Higher Education: Moderating the Impact on California's College Students and the State's Future from Cutting State Support for Higher Education by \$1.4 Billion Over the Past Three Years: Report of the Executive Director of the California Postsecondary Education Commission, December 1993* (December 1993)
- 93-24 *The State of the State's Educational Enterprise: An Overview of California's Diverse Student Population* (December 1993)
- 94-1 *Legislative and State Budget Priorities of the Commission, 1994: A Report of the California Postsecondary Education Commission* (January 1994)
- 94-2 *Good Works: The Impact of the Human Corps on California's Public Universities: An Evaluation for the Legislature of the Effects of Assembly Bill 1820 (Chapter 1245, Statutes of 1987)* (April 1994)
- 94-3 *A Western Compact: A Report on California's Continued Membership in the Western Interstate Commission for Higher Education (WICHE)* (April 1994)
- 94-4 *Faculty Salaries in California's Public Universities, 1993-94: A Report to the Legislature and the Governor in Response to Senate Concurrent Resolution No. 51 (1965)* (April 1994)
- 94-5 *Progress on Regional Academic Planning: A Staff Report to the Commission in Response to the First in a Series of Joint Reports on Regional Academic Planning by California's Public Systems of Higher Education* (April 1994)
- 94-6 *Progress on College and University Assessments of Campus Climate: A Staff Report to the California Postsecondary Education Commission* (April 1994)
- 94-7 *Will the "Three Strikes" of (1) Escalating Prison Costs, (2) An Inflexible State Budget, and (3) Frozen State Revenues Strike Down Your Children's College Chances? A Message to Every Californian from Warren Halsey Fox, Executive Director, California Postsecondary Education Commission* (April 1994)